R E P O R T R E S U M E S

ED 016 760 UD 005 531

FOCUS ON ACHIEVEMENT.

HOUSTON INDEPENDENT SCHOOL DIST., TEX.

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$1.08 25P.

DESCRIPTORS- *PROGRAM DESCRIPTIONS, *COMPENSATORY EDUCATION PROGRAMS, *ELEMENTARY SCHOOLS, *SECONDARY SCHOOLS, *ACADEMIC ACHIEVEMENT, INSTRUCTIONAL PROGRAMS, TEACHER AIDES, SPECIALISTS, SPANISH SPEAKING, READING PROGRAMS, SUMMER PROGRAMS, CULTURAL ENRICHMENT, PRESCHOOL PROGRAMS, INSERVICE TEACHER EDUCATION, HEALTH SERVICES, LIBRARY SERVICES, JOB TRAINING, HOUSTON, TEXAS, ESEA TITLE 1

THIS EVALUATION SUMMARY DESCRIBES AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECT WHICH PROVIDED ADDITIONAL PERSONNEL SERVICES, EQUIPMENT, AND MATERIALS TO STUDENTS IN 25 ELEMENTARY AND SECONDARY SCHOOLS. THE GOAL OF THE PROJECT WAS TO RAISE THE ACHIEVEMENT LEVELS OF THE SCHOOLS. FIFTY-EIGHT "SUPPLEMENTAL SCHOOLS" PARTICIPATED IN THE PROJECT ON A LIMITED BASIS. THE SUBJECT MATTER SPECIALISTS, SPECIAL SPANISH LANGUAGE CLASSES, A CORRECTIVE READING PROGRAM, AND AN EXTENDED SUMMER PROGRAM. CULTURAL ENRICHMENT ACTIVITIES INCLUDED BUS TRIPS TO MUSEUMS AND OTHER POINTS OF EDUCATIONAL INTEREST AND A FINE ARTS PROGRAM. SUPPLEMENTARY HEALTH AND LIBRARY SERVICES WERE ALSO PROVIDED. A PRESCHOOL PROGRAM, A SUMMER OCCUPATIONAL TRAINING PROGRAM FOR SECONDARY SCHOOL STUDENTS, AND INSERVICE TRAINING ACTIVITIES WERE OTHER ASPECTS OF THE PROJECT. NO ATTEMPT IS MADE IN THIS REPORT TO PROVIDE COMPREHENSIVE EVALUATION DATA. (LB)

HOUSTON INDEPENDENT SCHOOL DISTRICT

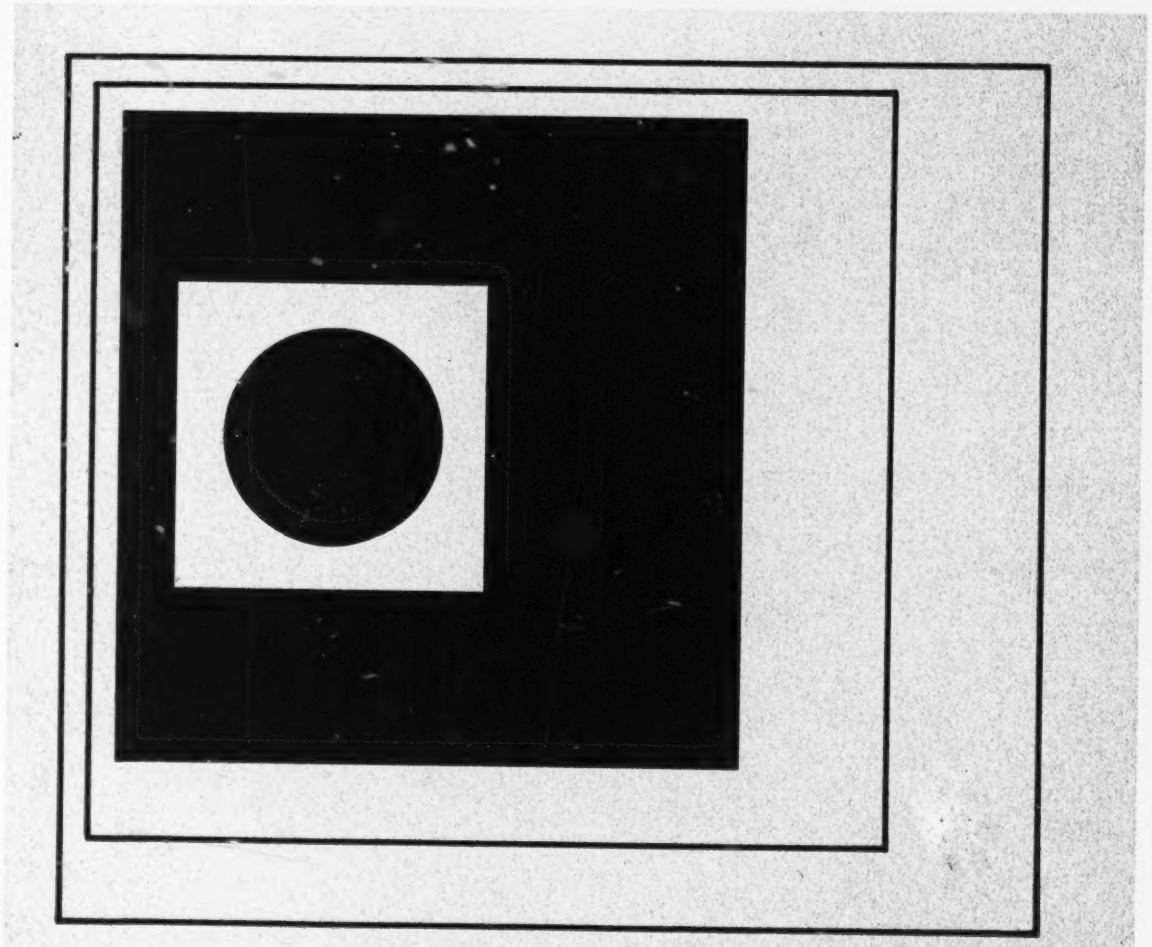
05531

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

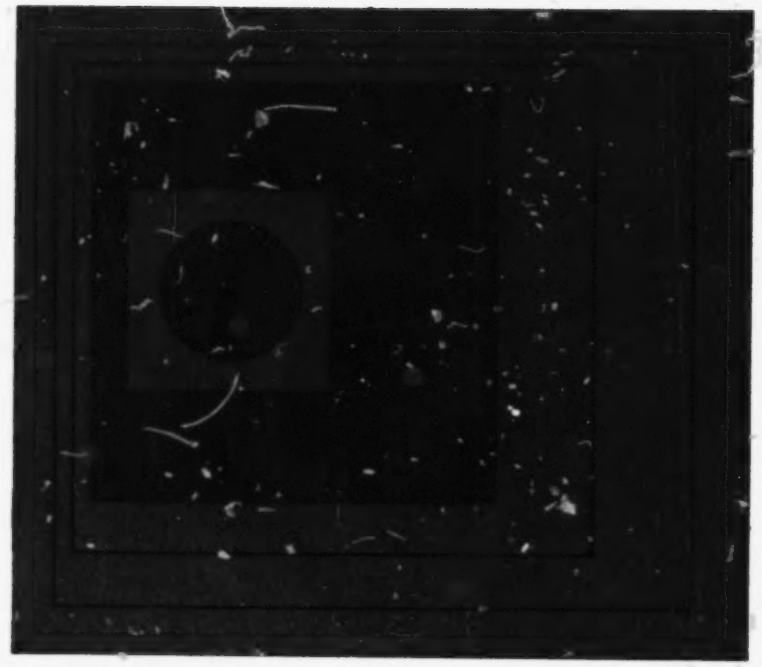
ED016760

FOCUS ON ACHIEVEMENT



UD005531

HOUSTON INDEPEND



BOARD OF EDUCATION

MR. J. W. MCCULLOUGH, JR. . . . . President

MR. J. K. BUTLER . . . . . Vice-President

MRS. H. W. CULLEN . . . . . Secretary

MR. ROBERT Y. ECKELS . . . . . Assistant Secretary

MRS. HOWARD BARNSTONE . . . . . Member

MR. ASBERRY BUTLER . . . . . Member

MRS. CHARLES E. WHITE . . . . . Member

ADMINSTRATION

MR. GLENN FLETCHER . . Superintendent of Schools

DR. C. R. NELSON . . . . . Deputy Superintendent for Elementary Schools

DR. H. S. BRANNEN . . . . . Deputy Superintendent and Business Manager

DR. WOODROW WATTS . . . . . Deputy Superintendent for Secondary Schools

MR. H. W. ELROD . . . . . Deputy Superintendent for Administration

FOCUS ON ACHIEVEMENT STAFF

Mrs. Ethel Sloan . . . . . Director
Mrs. Winifred O'Hara . . . . . Assistant Director
Mr. William Perry . . . . . Assistant Director
Mrs. Lavonia Bassett . . . . . Supervisor
Mrs. Thelma Harris . . . . . Supervisor
Mrs. Lucille Nance . . . . . Supervisor-Coordinator
Mr. Willie Sandling . . . . . Supervisor
Miss Agnes Sinclair . . . . . Supervisor
Mrs. Joyce Shepherd . . . . . Supervisor
Miss Joey Tatum . . . . . Consultant
Mrs. Alice Webb . . . . . Consultant
Mrs. Juanita Webb . . . . . Consultant
Mrs. Alice Kraus . . . . . Specialist
Mrs. Laura Mewhinney . . . . . Specialist
Mr. Don McCullough . . . . . Psychologist

INTRODUCTION

Focus on Achievement is the project of the Houston Independent School District under Title I of the Elementary-Secondary Education Act. Involved in the project are twenty elementary schools, two junior high schools, two senior high schools, and one combination junior-senior high school. These 25 schools have been designated as the basic schools. In addition to these basic schools, 58 others have been designated as supplemental schools.

As the title of the project indicates, the main purpose was to raise the level of achievement in the schools involved. In order to meet the goals set for the project, additional personnel services, equipment, and materials were placed in the 25 basic schools. Assistant principals, full-time counselors in elementary schools, additional counselors in secondary schools, reading teachers, and teacher aides are examples of the personnel added. Among the services added are library services, nursing service, medical services, and the like. Additional materials include library books, sets of selected textbooks, transparencies, films, filmstrips, tapes, records, and pamphlets. Additional equipment includes tape recorders, listening posts, overhead projectors, and other equipment needed to carry out project goals.

In the 58 supplemental schools, additional personnel was added on a limited basis to those schools having the greatest need. Many of the additional services were offered on an itinerant basis. Limited amounts of additional equipment and materials were placed in these schools.

This booklet is a summary of the evaluation of the Focus on Achievement project during the first year. Two evaluators visited classrooms; talked to teachers, principals and parents; and studied test results, clinic reports, and other pertinent data to compile the evaluation. The most important points included in the main evaluation are presented in this booklet to give an overview of the accomplishment of the project after seven months in operation.

TABLE OF CONTENTS

	Page
Board of Education	1
Administration	1
Focus on Achievement Staff	1
Introduction	2
Providing Health Services in the School	4-5
Counseling Program Reaches Out to the Community	6-7
FOA Pupils Find Achievement in the Arts	8-9
New Sights, New Sounds Enrich the Child	10
Basic Academic Areas Provide Expert Instruction	
Language Development Activity	11
Subject Matter Specialists	11
Reading Meets Individual Needs	12
Spanish Takes on New Impetus	13
Aides Perform Routine Duties	13
Pupils Observe Scientific Experiments	14
Activities Promote Pupil Development	
Libraries Become Resource Centers	15
Labs Aim for Increased Comprehension, Vocabulary	17
Equipment Assists Instruction	19
Pupils Demonstrate "Whys" and "Hows" Through Newspapers	20
Workshops, Institutes Train Staff, Teachers for FOA Program	21
Preschoolers Prepare for Learning	22-23
Extended Summer FOA Program	24

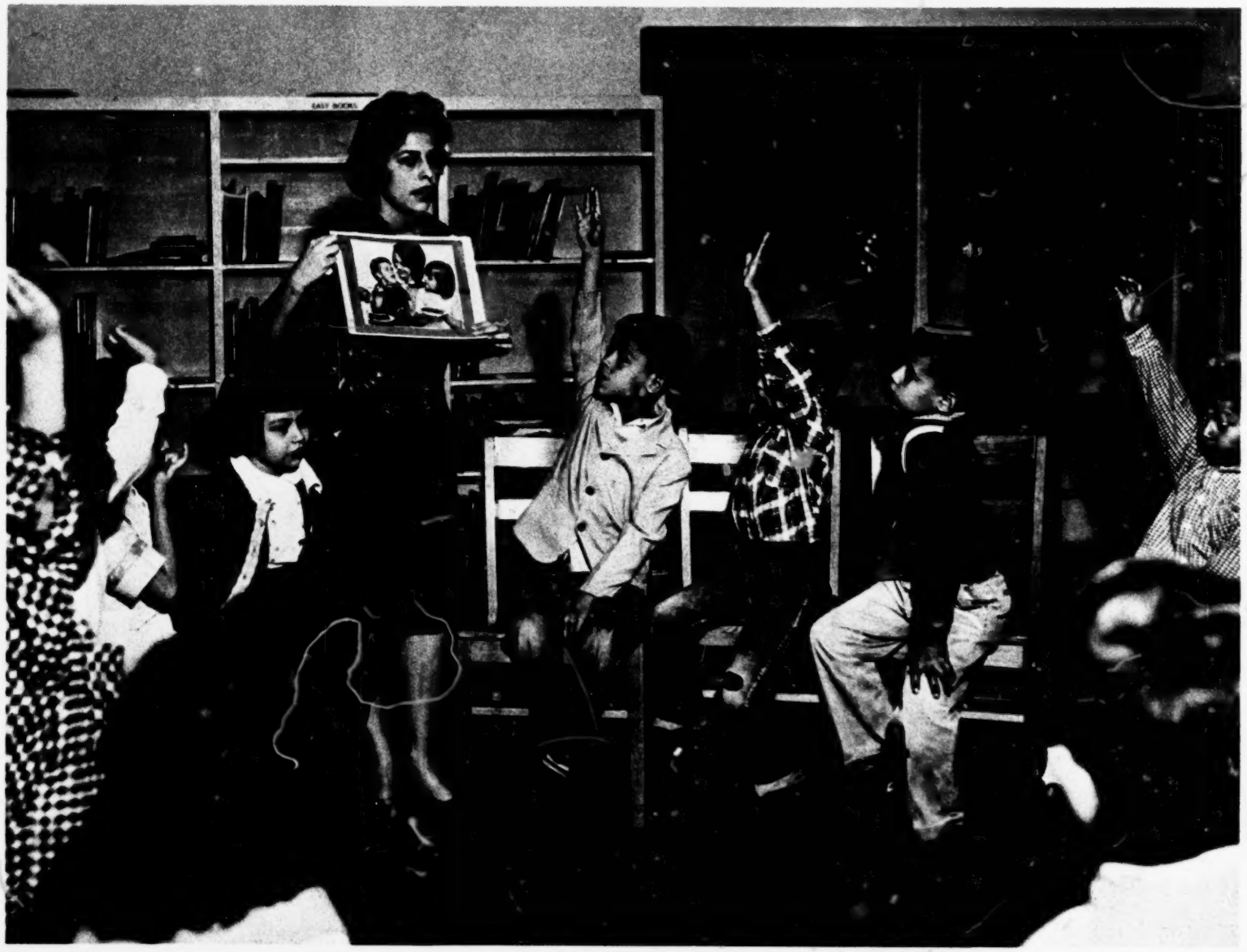
PROVIDING HEALTH SERVICES IN THE SCHOOLS

Health services were used by more than 34,000 Houston children during the school year in a program designed, through conferences and testing, to teach good health and personal hygiene.

Through the placement of additional full-time nurses, various activities were begun with the pupils. The program developed an increased working relationship with the pupils; nurses were now able to become of more assistance to parents.

FOA funds granted fifteen more nurses for core schools and two for the supplemental schools. Full-time nursing service became available in the twenty elementary and five secondary core schools and in two elementary and one secondary supplemental schools.

During the year the school nurses increased the number of parent conferences and home visits, showed more films, and performed more dental inspections. Nurses gave instruction to parents in nutrition, budgeting, home nursing, and other facets important to low-income families. These services would have been difficult to carry out without the extension of nursing services.



Suggestions of foods for a well-rounded meal are displayed by elementary children.

Tests for hearing were held in 25 core schools for kindergarten and first grade students. The tests were designed to locate difficulties and then to designate those who should be recommended for treatment. Nurses reported that the testing resulted in a more immediate follow-up because the child and his parents no longer had to travel to the central health office for testing.

Junior high school students in one FOA school were screened to determine the prevalence of tuberculosis and to prescribe treatment. The testing resulted in 2,900 heaf tests, 799 mantoux tests, and 1,405 TB mobil-unit microfilms. On the follow-up of suspects, x-rays were made of pupils whose mantoux tests measured 15 cm. Project funds provided physical examinations at the city tuberculosis clinic. As a result, one child was hospitalized and 114 others were placed on medication furnished by the Health Department of the City of Houston.

Dental care was provided for 205 senior high school pupils from poverty-stricken families and their younger sisters and brothers. This project was carried out by the City Health Department's 22 practicing dentists.

The clinic visits for these pupils provided for x-raying their teeth and prophylactic and fluoride treatments. Each pupil received a toothbrush and observed a demonstration on how to brush teeth.

Of the 205 pupils receiving this dental care, 66 completed treatment. Ninety percent of the children had never before been to a dentist and none had received continuous care. Each child averaged 7.5 cavities.

The dermatologists examined 1,386 children in 21 schools. They located 335 positive and 20 probable ringworm scalp cases in the core schools in a skin survey program. In supplemental schools, 276 positive and 64 probable ringworm scalp cases were discovered.

Through letters to parents and home visits, the

Comparison of Nursing Services in 1964-65

TYPE OF SERVICE	SCHOOL I		SCHOOL II		SCHOOL III	
	1964-65	1965-66	1964-65	1965-66	1964-65	1965-66
Students referred for follow-up as a result of hearing tests	5	12	10	18	8	14
Students receiving medical care as a result of hearing referral	0	1	3	8	2	7
Dental inspections	750	955	318	449	829	839
Students referred for dental care as a result of inspection	242	256	148	153	244	188
Students receiving dental care as a result of referral	42	58	3	5	12	24
Students screened for follow-up as a result of teacher-nurse conference	80	51	217	281	6	44
Home visits by nurse	105	184	208	229	173	331
Telephone calls to clinics and private physicians on behalf of students	44	54	25	30	90	59
Students actually placed under medical care as result of follow-through	117	123	191	265	62	107
Parent-nurse conference in school	211	227	42	90	128	270
Parent-nurse telephone conferences	476	529	206	277	292	380
Students referred for psychological or neurological study	2	6	8	31	52	43
Classroom talks	17	20	94	78	124	155
P.T.A. meetings and talks		8	4	4	1	2
Health films shown in school		25	2	12	5	7

school nurses stressed the importance of proper treatment and the procedure for medication. The medication was packaged in individual doses by the City Health Department and delivered to the schools to be administered by the school nurse.

A total of 245 children received medication at the schools and 99 others were treated by private physicians or at clinics. Mothers' groups, sponsored by the respective school, made stockinet caps for 176 children.

The goal of the skin survey program was to acquaint parents and children with the importance of cleanliness, with the hope of cutting down positive ringworm cases. Nurses emphasized the need for every child with ringworm infection to receive treatment.

In two schools, one a junior high school and one a combination junior-senior high school, 800 pupils took part in the medical self-help program. They received training in artificial respiration; control of bleeding; bandaging; splinting; treating fractures, burns, and shock; and providing nursing care for sick or injured persons.

School nurse checks teeth of elementary pupils.

Statistics on Skin Survey Program

FACTORS	25 SCHOOLS	59 SCHOOLS	TOTALS
No. of Schools Visited by Dermatologist	21	40	61
Total No. of Visits to Schools by Dermatologist	33	40	73
No. Children Examined	1,386	2,282	3,668
Total No. Positive Ringworm of Scalp	335	276	611
Total No. Probable Ringworm of Scalp	20	64	84
Total No. Ringworm of Skin	35	90	125
No. of Students Treated by Private Physician or Clinics	99	121	220
No. of Children Receiving Medication at School	245	0	245
No. of Children Receiving No Medical Care	13	130	143
No. of Schools in Which Dermatologist Lectured	1	2	3
Total Number of Students Hearing Lectures	1,700	332	2,032

COUNSELING PROGRAM REACHES OUT TO THE COMMUNITY

Guidance Department – FOA Elementary Schools Spring Semester 1966		
	1965	1966
Number of Children Interviewed	1201	3915
Number of Parent Conferences	636	2274
Parent Group Meetings	*—	180
Number present		1741
Form Letters Sent to Parents	*—	15,200
Social Agencies Contacted	**—	260
Children's Groups	*—	9
Number involved		139
Consultative Service	**—	820

The figures above are for the Spring semester (18 weeks) of each year indicated.

*Services innovated this year.

**Limited counseling services at the schools during this year resulted in incomplete records.

Additional counselors, attendance workers, and psychological services were provided to elementary and secondary schools through FOA funds. These extra services met two needs: (1) they provided counseling for the pupil and his family and (2) they provided consultation service for school personnel.

The counseling for the pupil and his family was provided to develop self-understanding, academic aptitudes and interests, and vocational aptitudes and interests; the goal was increased appreciation for the value of an education. The consultation service for school personnel provided assistance with problems of the individual pupil.

The staff in the core and supplemental schools was increased by 12 elementary and 19 secondary counselors. Prior to the FOA program, elementary counseling was limited to children with severe problems. With the extension of services, counseling became preventive and developmental. By observing the behavior patterns of children more closely, counselors uncovered problems before they became critical. Now the counselor was able to work with all pupils, not just those with serious problems. Counselors also helped establish student councils to develop good traits of leadership and service. Meetings with parent groups, made up of those who were hard to reach, demonstrated that the family, home, and school can work hand in hand toward the same objectives.

Elementary counselors strengthened their program by assisting with the orientation of the kindergarten children for first grade and in preparing sixth

Focus on Achievement Program - Psychological Testing

	ELEMENTARY	SECONDARY	TOTAL
Trainable Mentally Retarded (IQ below 50)	7	2	9
Educable Mentally Retarded (IQ 50 to 70)	293	3	296
Class for Slow Learners (IQ 71 through 75)	116	4	120
(IQ 76 through 89)	224	10	234
Reading Clinic (IQ 90 or above)	34	2	36
Language Disorders (IQ over 70)	15	—	15
Suspected Brain Injury (IQ over 70)	66	3	69
Suspected Emotionally Disturbed (IQ over 70)	37	8	45
Regular Class Adjustment and/or Counselor Service (IQ 90 and above)	90	23	93
			917

graders for junior high school. School personnel realized that when a child leaves a familiar situation and enters a new environment, he needs encouragement and support from the adults in his life.

At the secondary level, a far greater number of pupils received individual counseling. These cases involved pupil-teacher personality conflicts, cases of extreme poverty, and frustrations resulting from the parents' lack of formal education.

At one secondary school, the counselor was assigned to work with pupils and community groups on attendance problems. The attendance office, the nurse, and the attendance counselor pooled their resources and worked as a team in solving these problems.

As a result of the psychological studies, folders containing pertinent information about these pupils were made and placed on file. These files are available to school personnel and teachers as they help these children with their learning experiences and problems.

Principals of elementary and secondary schools indicated that the additional attendance teachers have assisted in identifying and servicing problems leading to poor attendance. An in-service educational session was held every two weeks in which the attendance worker was taught how to recognize cases needing community services and how to refer them to the proper agencies.

A total of 917 children were tested by 40 contract psychologists in 26 elementary and secondary schools. Results showed the need for a school psychologist to be assigned part-time to schools where large numbers of culturally deprived children are enrolled.

FOA PUPILS FIND ACHIEVEMENT IN THE ARTS

The boys and girls watch a puppet show, written and produced by their classmates.

Participation in art exhibits reflects the renewed interest by FOA pupils in art.

More than 28,000 pupils in 20 elementary and 5 secondary schools found motivation in the music, art, physical education, band, and orchestra program.

The musical development program created interest in several ways. Hundreds of children attended the Houston Symphony Series, operettas, and puppet shows. The children also had the opportunity of viewing the pipe organ at First Methodist Church. School attendance increased in two schools designated as Fine Arts Centers. Three students, minus pianos at home, commenced private lessons. Bands and orchestras were started in schools which previously had none.

Each school provided a daily 25-minute supervised physical education activity period. During this period, the variety of playground games and physical fitness exercises developed in pupils greater physical capabilities and skills and a keen interest in all activities. Positive attitudes toward school and schoolwork and a better self-image were also developed.

With additional assistance from art consultants, an increased participation in art shows was seen. Intervisitation by teachers and students inspired the school children to enter art contests. Pupils in several of the Focus schools entered their work in these exhibits. Many won awards; some received cash prizes.

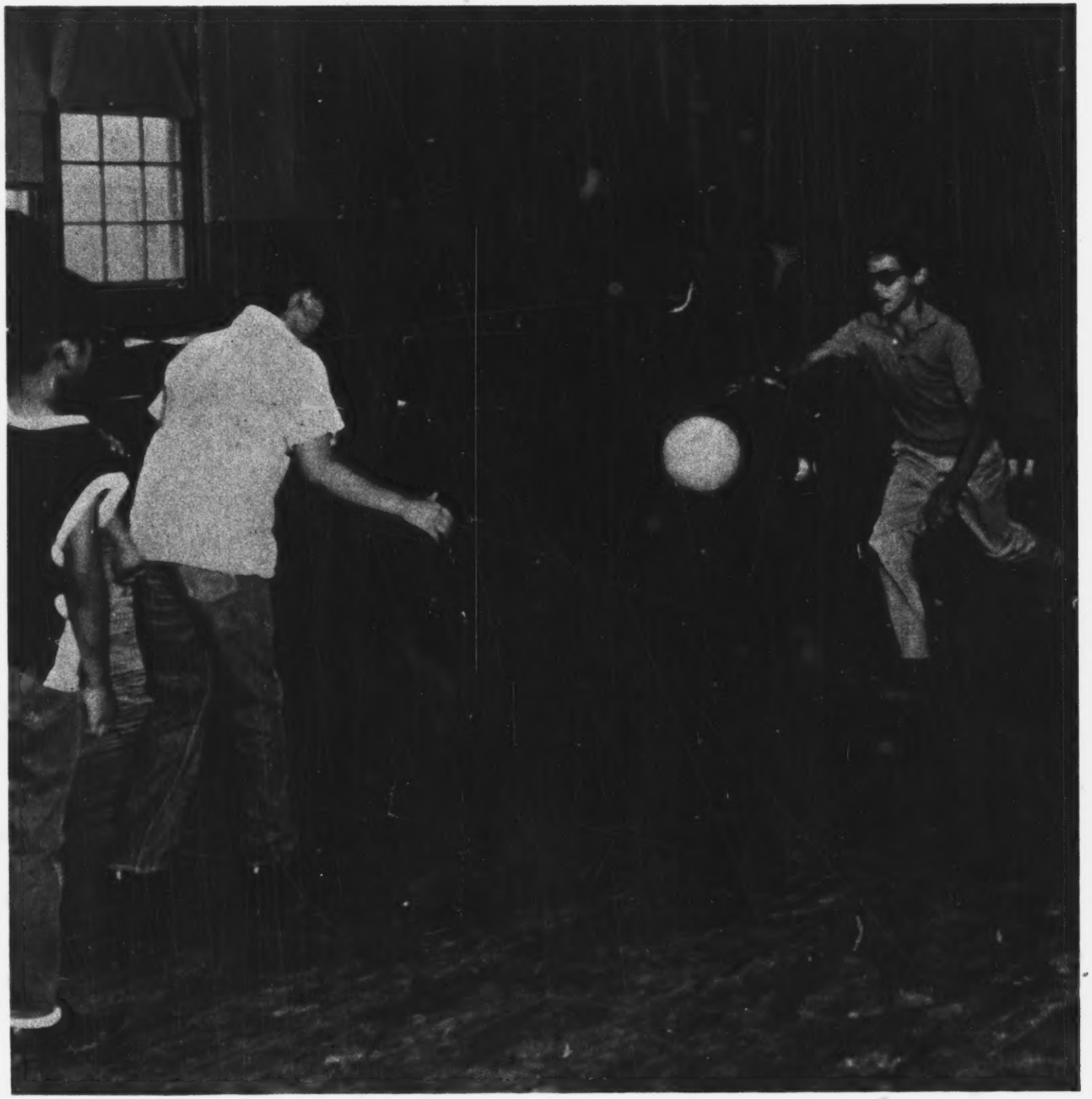
In one junior high school art puppet class, twelve boys in grade 8 worked on two shows: *The Nutcracker Suite* and *The Circus*. Eleven elementary classes were brought to see the performance of *The Nutcracker Suite*.

The fine arts program developed in two FOA schools correlated a strong curriculum of arts, crafts, music, skills, and dances with the subject matter. This was done to motivate interest in the classroom activities.

The boys and girls enjoyed the relief from the stereotyped classroom. Some of them went three times a week to music, two times a week to art, and three times a week to physical education. At the new semester, a shift was made in the schedule so that each group would have the same amount of time in each area by the end of the year.

In one school, art pupils created various drawings on the West. In addition to this, the children made clay tablets, string printings, corrugated cardboard pictures, framed crayon etchings, glass ashtrays, and clowns out of rug samples.

Results of the program indicated that children who were slow in academic work have found achievement in the art forms. Their regular classroom teachers said that this new feeling of achievement carried over to other work, and pupil performance was greatly improved.

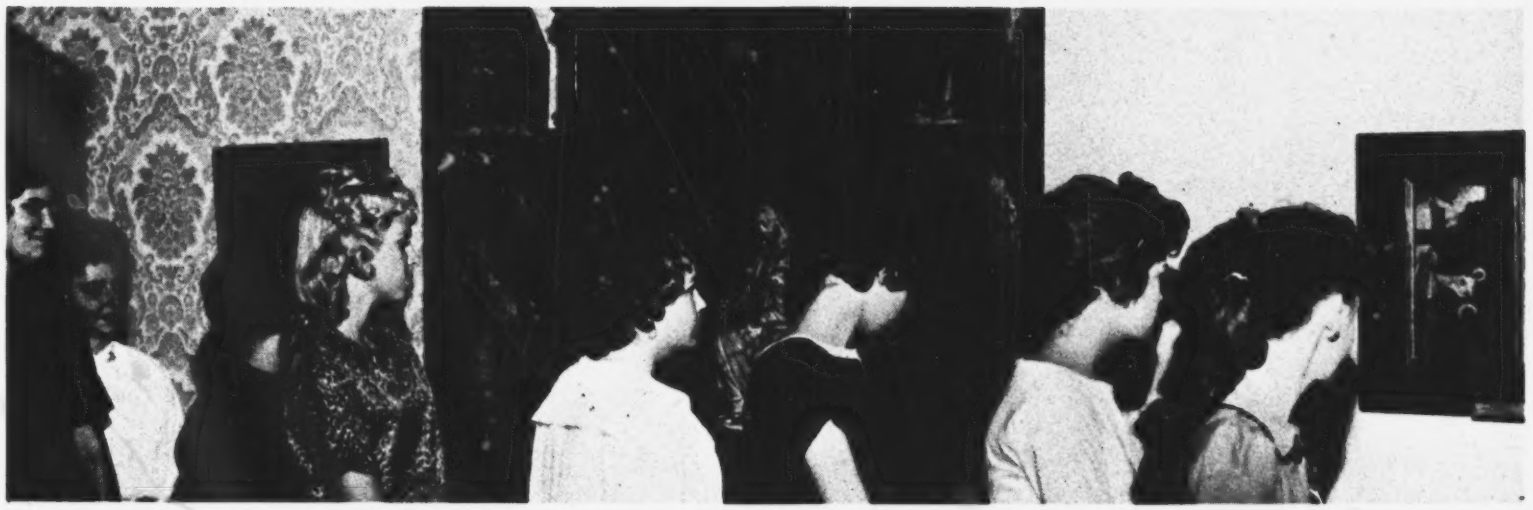


Agility, timing, and precision are demonstrated by the pupils in the physical education program.

Elementary pupils express the culture of another country with their performance of the Mexican Hat Dance.

NEW SIGHTS NEW SOUNDS ENRICH THE CHILD

Houston's Mayor explains functions of city government to HISD pupils.



An educational tour of the Museum of Fine Arts was one way educators sought to broaden the background of thousands of school children.

An itinerary encompassing visits to museums, shopping centers, airports, concerts, theaters, and historic landmarks drew 56,938 pupils from elementary and secondary schools.

The bus tours set up to broaden the limited background of thousands of children and to enlarge their concept of the metropolitan area were more effective with the use of portable microphones. These aids were available to enable teachers on the trip to give a commentary on significant landmarks along the route. Returning to the school classroom, teachers discussed with the pupils what had been seen and learned. The reactions to the microphones were reflected in better utilization of pupils' time, learning, and improved discipline.

The response of the boys and girls who had never seen a train, a boat, a downtown city street, a fashion show, a large department store, a museum, or a university was recorded. The children saw a whole new world and their minds and vocabularies were enriched by the wide range of new experiences. New insights were also developed.

In many classrooms the tours served as a basis to build meaningful learning experiences. A trip to the post office by a talent preservation class resulted in a unit correlating English, writing, spelling, arithmetic, and art. On their return to the classroom this group built their new post office, wrote and mailed letters, bought and sold stamps, and drew and painted pictures of various modes of transportation by which mail is carried.

Preparation for these tours commenced weeks before the trips were held with school personnel correlating sites to be visited with classroom assignments. Materials were used to alert the pupil to the tour surroundings by way of charts and vocabulary. Time was also allotted to the study of historical information of each site. After the tour was completed, a follow-up of discussions and library research was held. An awareness of what was seen on the trip was reviewed by asking each child to check items viewed from the bus on an observation check list.

BASIC ACADEMIC AREAS PROVIDE EXPERT INSTRUCTION

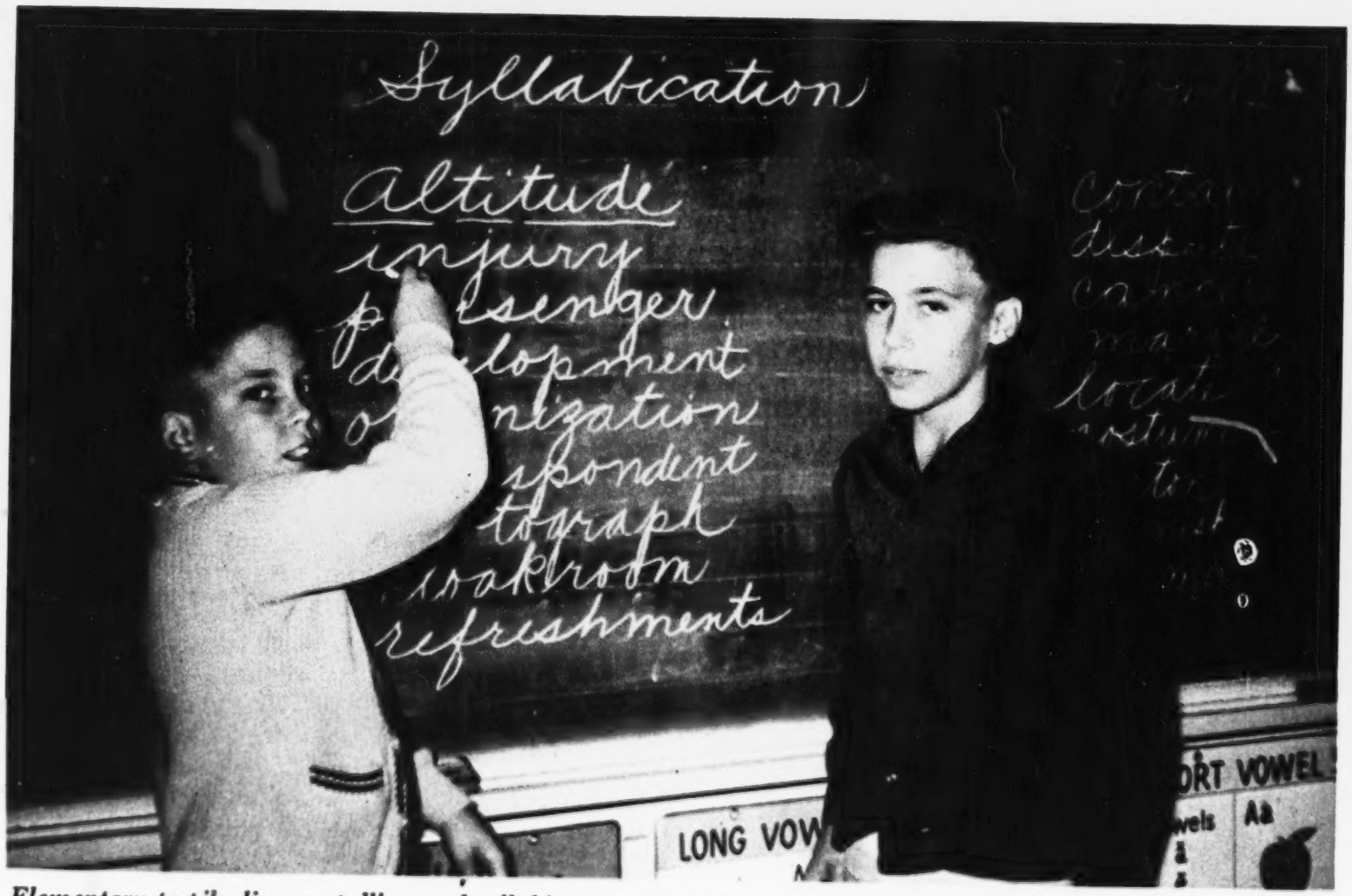
Language Development Activity

Forty children in one elementary school met thirty minutes daily to overcome language deficiencies and to improve verbal fluency.

This language development activity consisted of six units familiar to the child. Vocabularies were developed around the units on the home, the school, the community, the family, holidays, and special occasions.

The classes, made up of not more than ten children, used pictures to grasp the parts of speech. The fifth and sixth grade instructors used the preprimer to teach both the printed and spoken words. The drawing of pictures assisted in making clear the meanings of words. Pantomime was also used as part of the language activity.

After the instructor visited in the homes of the pupils, progress and self-confidence increased. Prior to the close of the school year, pupils began to take part in regular classroom activities.



Elementary pupils discuss spelling and syllabication of words.

Subject Matter Specialists

Discipline problems decreased and attendance grew as a result of assistance from 17 subject matter specialists in FOA schools.

These specialists succeeded in establishing rapport with many formerly hostile pupils. This closeness, the informal friendliness, the being able to identify as a friend of someone at the school were responsible for changes in behavior for the potential dropouts.

The largest number of specialists, seven, was in the field of reading. This need for expert assistance is reflected in all class work as well as personal adjustment. English specialists located in two schools produced low-level reading materials for teachers in their respective buildings.

In mathematics, specialists in three schools prepared and distributed plans for presentations suitable for use with overhead projectors. They procured films and filmstrips, held departmental discussion groups, and taught demonstration classes, using a variety of aids.

Science specialists worked with low and high achieving individuals and groups. Educational tours were made by pupils to chemical firms, gas corporations, oil refineries, dairies, a sugar refinery, and a water purification plant. Many of these pupils received individual instruction from the specialist. Each child's personal and academic problems were analyzed to determine ways to assist the child. Finally, pupils were found to be enthusiastic about the special classes, for instruction was geared to their individual needs.

Students scan books prior to selection.

Pupils find background materials, such as geography, weather, and news facts for weekly class discussions.

Reading Meets Individual Needs

Because many pupils in grades 3 to 12 with average ability were underachievers, a corrective reading program was developed.

Each school set up a program which best met the needs of its pupils and the physical facilities of its plant. Only 14 of the elementary schools had space to handle special reading teachers. Most of these classes ranged from primer through fourth grade level reading ability. One of these schools experimented with one class of individualized reading.

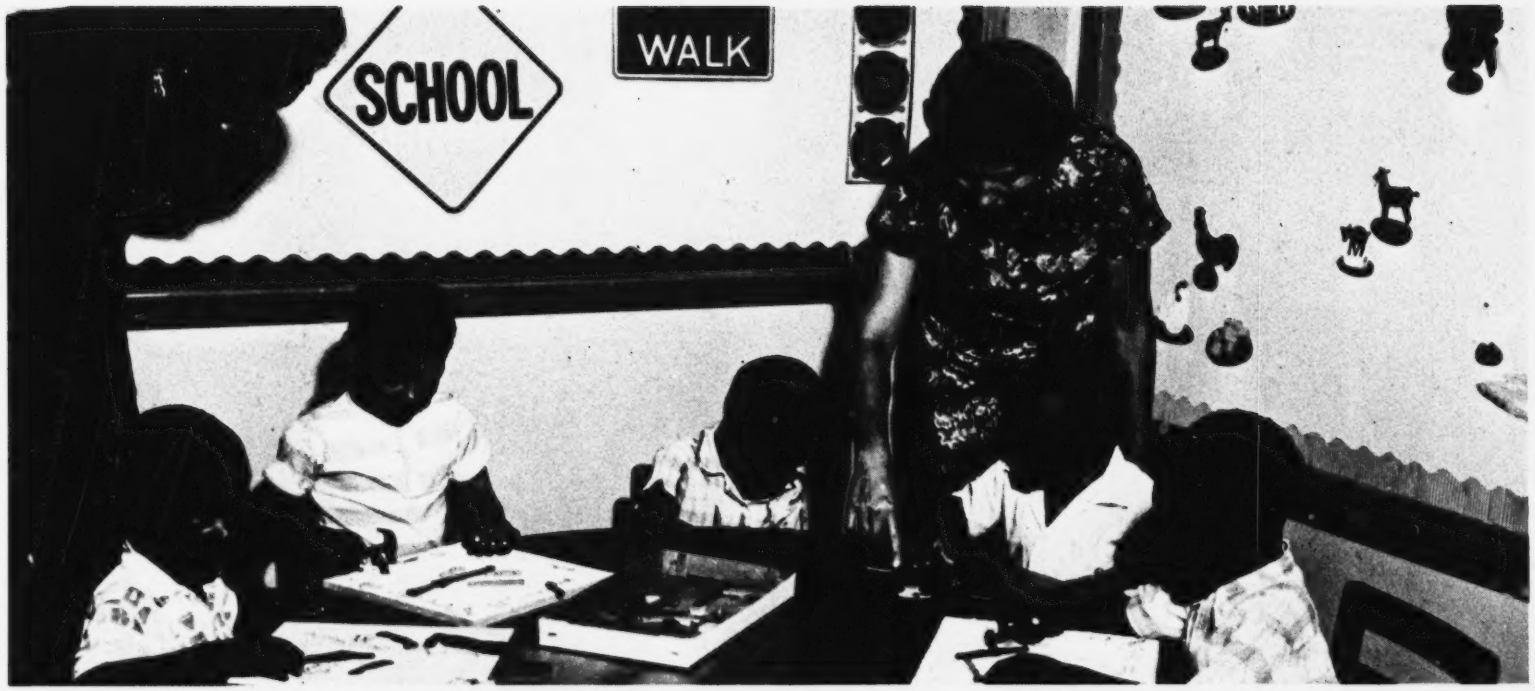
One school with 100 percent Latin American enrollment had structured Spanish classes and utilized flexible grouping. Another school with Spanish-speaking pupils initiated a developmental language program.

The use of reading laboratories was already established in the secondary schools. Many English teachers were utilized as reading instructors in the corrective program. The California Reading Test was administered as a screening device in these schools.

The reading laboratories took care of the underachievers in the two senior high schools and one junior high school. In one junior high there was one developmental reading program group and one group using programmed materials. In a junior and a senior high school, a developmental class met before and after school.

The Reading Clinic served 63 pupils in three elementary schools, one FOA school, and two supplemental schools.

Teachers used their own approaches to meet the needs of each group and each child. For example, one class of seven pupils could not read; yet, they ranged in grade placement from the third to the sixth grade and in age from nine to fourteen years.



Teacher aide assists the teacher in routine tasks.

With this group the teacher used the experience chart type of approach. The boys and girls cut pictures from the magazines and made up their own stories from these pictures. They developed their own vocabulary. After the teacher typed and mimeographed the stories, the youngsters read what they had created.

A third grade class which used *Invitations to Personalized Reading,* published by Scott Foresman Company, as a textbook also spent time writing stories. They kept diaries and produced newspapers and puppet shows. This group scored a little higher than other classes on the Iowa Test of Basic Skills.

In senior high school emphasis was placed on reading and writing. Literature was stressed as a source of rich personal development through understanding of self and others. Reading experience was provided with two-hour block courses. In reading class the teacher was responsible for basic reading skills; while in English class, the instructor stressed literature and the composition phases.

Spanish Takes On New Impetus

In 2 schools 854 elementary children with backgrounds in Spanish were scheduled in language classes for one-half hour each day.

These special classes consisted of predominantly Latin American pupils. They met in rooms where teachers had their own bulletin boards, Spanish calendars, teaching aids, and decorations of special interest to Latin American children.

Prior to the formation of these classes, the pupils could not communicate due to feelings of rejection and lack of confidence. The special classes gave the pupil a chance to regain his confidence and at the same time made him proud. This created new status for the child in the school and in the community. These children responded to the interest given to them and the new method of learning by speaking better Spanish than their parents. They had also gained the respect of their school peers.

Beside the development of structured Spanish, children's work was correlated with the arts. They dramatized skits and performed in a choral group for a school function. The presentation of puppet shows to a large audience of parents and the singing of Spanish songs in mixed choruses were also part of the program.

Aides Perform Routine Duties

Teacher aides were assigned to 21 of the 25 FOA elementary and secondary schools, serving 26,900 pupils.

The aides, consisting of graduate students, parents, and other resourceful people, were hired to assist the classroom teachers and other school personnel in performing routine duties. This enabled the regular teacher to be freed from time-consuming, noninstructional activities.

The one part-time and the 40 full-time aides were placed in 21 schools. Fifteen of these aides were assigned to secondary schools.

Each school utilized this added service according to its individual needs. Two of the secondary schools placed the aides in specific subject areas, including English, mathematics, science, and physical education. In the remaining three secondary schools, aides worked throughout the building performing a variety of duties.

In the sixteen elementary and three secondary schools, the teacher aides worked in many departments at assorted tasks. Their responsibilities generally included one or more of the following duties: accompanying pupils on tours, assistance with audio-visual equipment, cafeteria duty, care of classroom equipment and supplies, checking papers, duplicating, recording papers, reading stories, relieving teachers for brief periods of time in the event of emergencies, typing, working on bulletin board displays, and working on classroom or school exhibits.

Pupils discover that exactness is essential in all scientific endeavors.

High school students watch demonstration by the teacher, designed to correlate text and laboratory work.

Pupils Observe Scientific Experiments

Twenty-eight thousand FOA elementary and junior high school children were involved in science activities.

The goal set was to develop fundamental scientific concepts, challenging each child to the limits of his maturity. Each assignment was also planned to teach the child to appreciate the necessary care in every step of laboratory work. Finally, the child learned to cope with the frustrations of failure through project experiences.

In an FOA school, a chick embryo unit called for the pupils and teachers to construct incubators from styrofoam coolers, chicken wire, light bulbs, and thermostats. Each class had an incubator and from six to thirteen bantam eggs. Since the eggs had to be turned each day, the boys and girls met their teachers on Saturday and Sunday to perform this task. The pupils noted and recorded the orderly series of changes in living things by observing the growth of the chick embryo. They also weighed, measured, analyzed, and then preserved the embryos in jars. Each jar was labeled with the date and stage of development.

After the chickens hatched, the boys and girls observed the "pecking order." Science teachers point out that these discussions were the most rewarding of all the experiences attendant to observing life develop in a shell. Classroom instructors found that the performance and reasoning abilities of the slow readers sometimes outdid that of honor students.

In addition to classroom projects, pupils were interested in taking a number of trips to plants and businesses in the Houston area. Youngsters had opportunities to visit Shell Chemical, Houston Water Purification, Southwestern Bell Telephone, United Gas Corporation, Humble Oil Refinery, Central Water Plant, Imperial Sugar Refinery, Oak Farm Dairies, Coca Cola Bottling Company, and the Memorial Greenhouse.

ACTIVITIES PROMOTE PUPIL DEVELOPMENT

Libraries Become Resource Centers

Book reports, puppet plays, panel discussions, and a variety of activities were stimulated through the reading clubs. Some classes toured the Central Public Library. In a number of schools, award certificates were presented to boys and girls for books read and reports made.

The librarian-teacher ratio has been reduced through extended library services, and more libraries are available daily as resource centers.

All twenty elementary project schools were given the services of a full-time librarian. Two large schools which already had full-time library service and two more of the larger schools were furnished library aides. Three of the larger supplemental schools were furnished a second full-time librarian. Twelve supplemental schools received library aides. Since the secondary schools already had two professional librarians on the staff, a library aide was placed in each school.

At the elementary level the increased use of the library showed significant results. Visits to the library by the classes in twenty FOA elementary schools increased 60 percent and instructional periods 51 percent. The number of books circulating among elementary pupils rose to 55 percent and the use of films and filmstrips jumped to 100 percent.

Librarians said that there was correlation between the GRETA television programs, such as "Magic Bookshelf," and the quality of books requested by the boys and girls. Daily library service made possible immediate satisfaction of these requests.

Elementary teacher oversees research.

Changes in the various school libraries were reflected by the attitudes of both teachers and pupils. Most of the libraries extended their hours; one was open at night. Since the librarian was now free from some of the routine tasks, she was available to function as an instructional resource person.

With additional library staff in twenty-five schools and the purchase of books, materials, equipment, and supplies, progress was made toward making the library an instructional materials center.

The centers were set up to provide opportunities for pupils to develop competency in all subject matter areas. FOA funds provided for additional periodicals, documents, newspapers, sound recordings, processed slides, transparencies, films, filmstrips, video tapes, and other printed and audiovisual materials.

Pupils at the elementary level were provided additional time to develop skills in the use of the card catalog, the Dewey Decimal System of Classification, the dictionary, and related reference material.

Reading and library clubs were organized at many of the schools. Some of these met before or after school. All elementary schools kept their library centers open from either 8 a.m. to 4 p.m. or 7:30 a.m. to 3:30 p.m. and the secondary schools from 7:30 a.m. to 4 p.m. One secondary library remains open two evenings a week.

Reference work for class projects commences with pupil using materials available in the school library.

COMPILATION OF LIBRARY SERVICES

	1964-65	1965-66
No. Librarians (Days of Service per Week)	49 days	100 days
No. Library Aides (Days of Service per Week)	None	20 days
Total No. Volumes Added under FOA: 9,000	(Approx.) (1965-66)	Cost: $25,000.00 (Est.)

Grade Level	Year	(By Classes) No. Lib. Visits	No. Books Circul.	Films and Film Strips Shown	Story Telling & Dramatizations	Instructional Periods
Elementary■	64/65	5190	147,055	196	1564	3847
Schools	65/66	8989	256,534	2044	2464	7410
Gain		+3799	+109,479	+1848	+900	+3563
		58%	57%	96%	63%	51%
Secondary	**Year**	**No. Lib. Visits**	**No. Books Circul.**	**Instructional Periods**	**Research**	**Individual Lib. Visits**
Junior High	64/65	1035**	33,047	30*	81*	34,753*
Schools	65/66	1192	33,888	15*	97*	25,778*
Difference		+7**	+841	–	–	–8975
Senior High	64/65	1272***	78,507	116	15,010	50,652
Schools	65/66	1281	84,326	145	17,360	76,533
Difference		+9***	+5819	+29	+2350	+25,881▲

■ Several Elementary Schools Incomplete and Omitted From Compilation
▲ Most Significant Secondary Figure
* All Schools Not Reporting
** Mid-Term H-9
*** Mid-Term Graduates
Many Librarians and Aides Not Added Until After Mid-Term

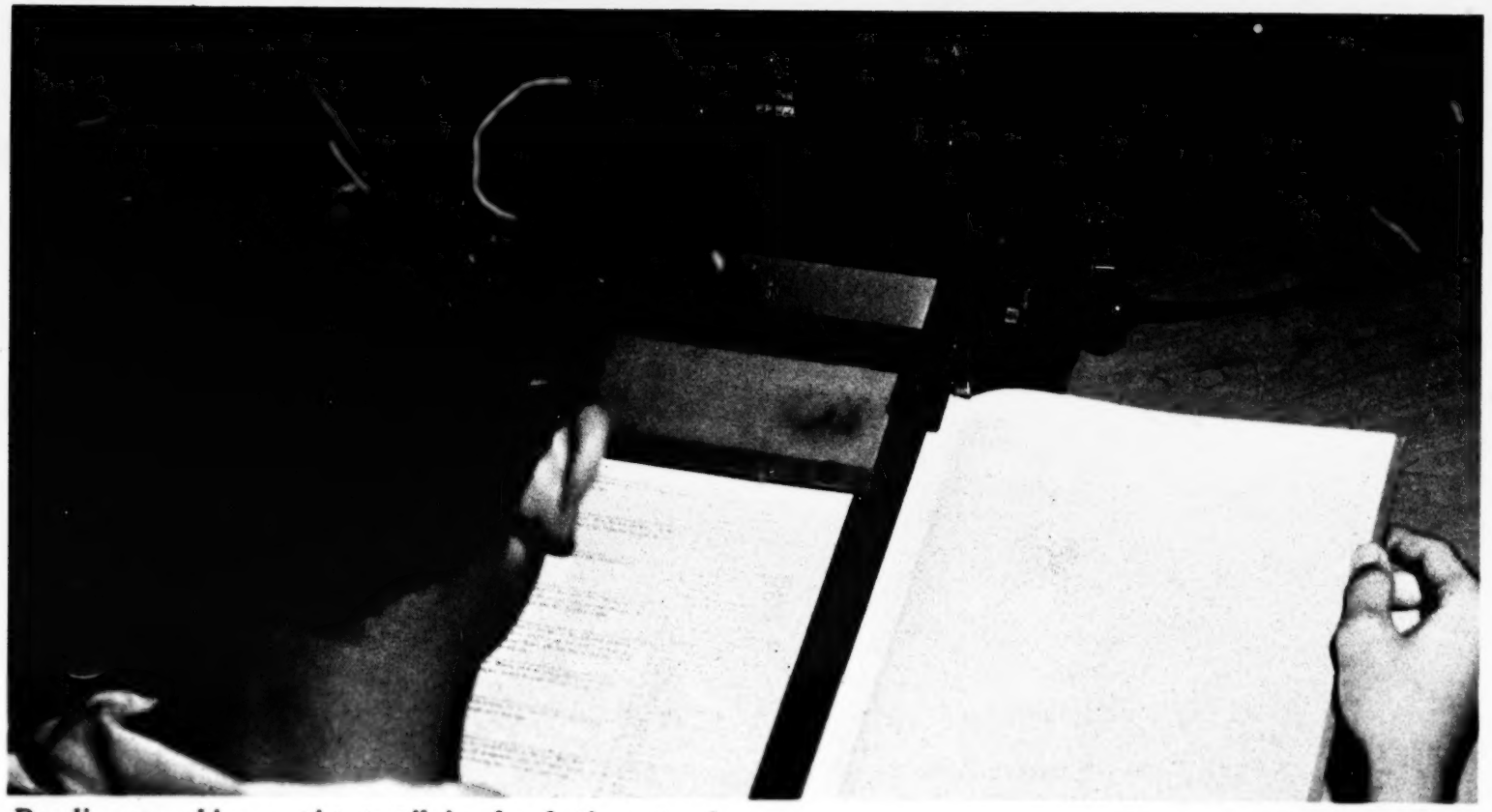
Recordings and tapes give background for research assignments.

Labs Aim For Increased Comprehension, Vocabulary

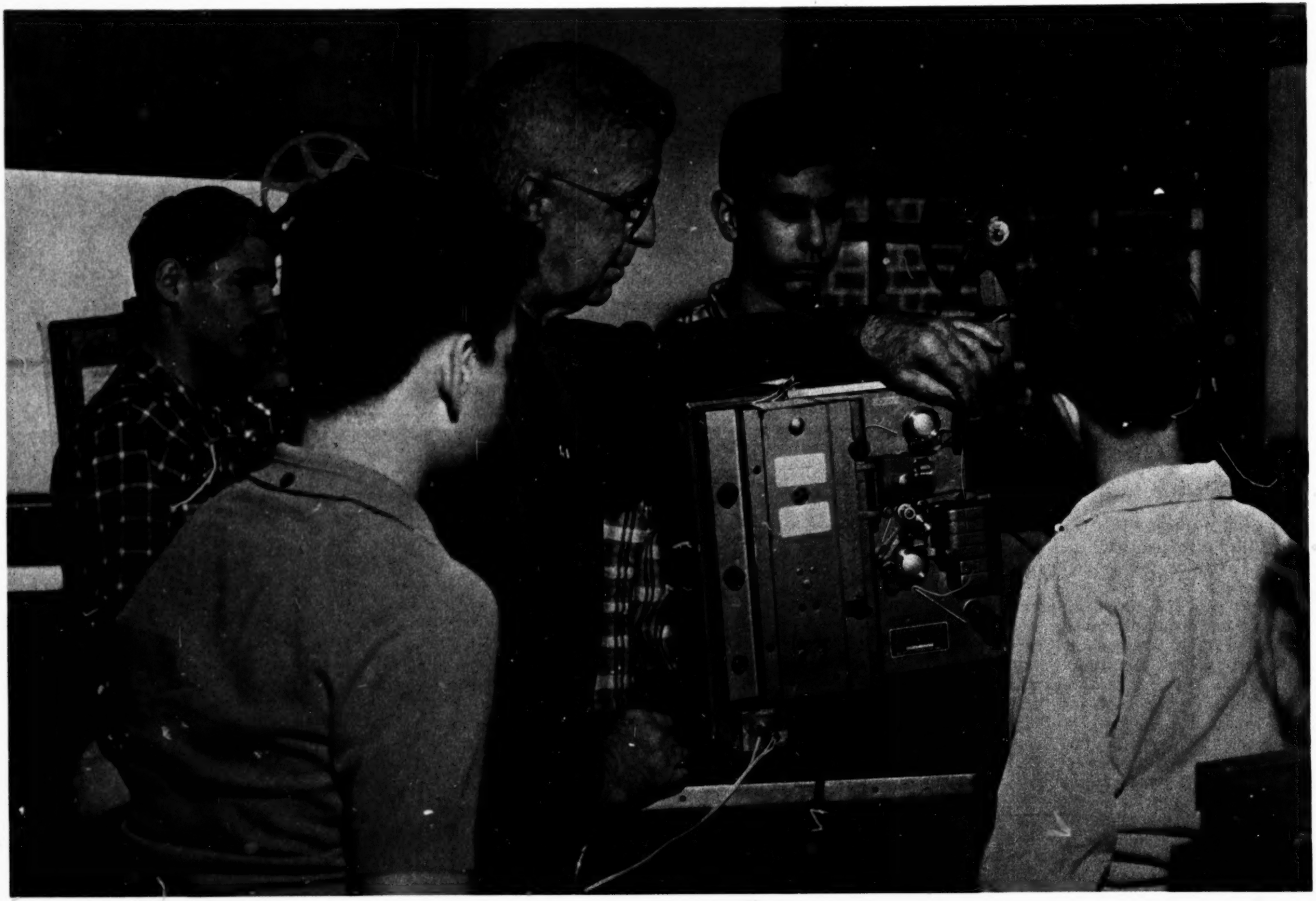
Reading machines and a variety of materials used with the machines for elementary through secondary levels were used by 260 pupils in FOA reading laboratories.

The program aimed at improving attitudes toward learning and developing comprehension and vocabulary skills, precision, and reading rate. These goals were carried out with the assistance of the Educational Development Laboratories Controlled Reader and Tachistoscope and the Psychotechnics, Inc., Tachomatic 500 Projector. Classroom instructors believe the use of the machines as well as the tape recorder, overhead projector, Science Research Associates Reading Laboratories, and other materials allowed them to provide more opportunity and more materials for their pupils to improve reading skills.

The effectiveness of the activity has been demonstrated by the increased grade performance of pupils as shown on the California Standardized Reading Tests. These pupils showed an improvement of 63.5 percent.

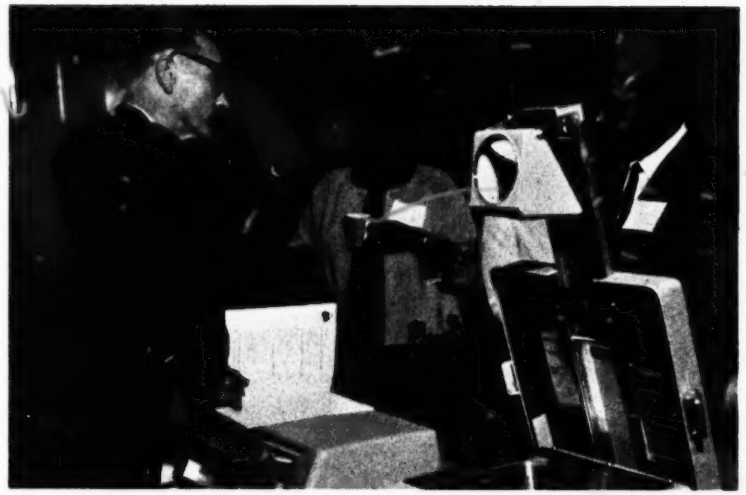


Reading machines assist pupil in developing speed and comprehension.



Junior high school pupils receive instruction on operation of equipment.

EQUIPMENT ASSISTS INSTRUCTION



An audiovisual specialist exhibits, demonstrates, and talks with school personnel on audiovisual materials available in the HISD.

An audiovisual assistant readies films for school use.

Audiovisual aids for 28,000 pupils in all subject matter areas were provided with FOA funds in 25 schools.

The aids, which were utilized to develop competence and to make learning more understandable, were allocated on the basis of school population. They included tape recorders, overhead projectors, transparent materials, tapes, films, filmstrips, televisions, movie projectors, listening posts, storage cabinets, tables, screens, dry mount presses, tacking irons, and copiers. Among other supplies furnished the schools were 322 reading tapes; 6,150 transparency mounts; 4,600 acetate sheets; and 7,500 poster boards. In addition to these materials, paperback instructional booklets were placed in the libraries of FOA schools. These included *The Tape Recorder, Lettering Techniques, Better Bulletin Boards, Educational Displays, Felt Boards, Models for Teaching, Production of 2 x 2 Inch Slides, The Opaque Projector,* and *Using Tear Sheets.*

Since the storage of equipment was a prime concern in all buildings, a way of distributing and recording materials was developed in a secondary school. Under the direction of an assistant principal, cards bearing the names of equipment and a small hook were mounted on a bulletin board. Each teacher was provided with a key on which his name was written. When a piece of equipment was removed from the storage area, the key of the teacher in whose room the equipment was to be used was hung on the hook mounted over the hooks of that particular piece of equipment.

Various after-school instruction classes assist the classroom teacher in handling audiovisual materials and equipment.

Pupils Demonstrate "Whys" And "Hows" Through Newspapers

Current local, state, national, and international events were correlated with classroom assignments in the newspaper in the classroom program.

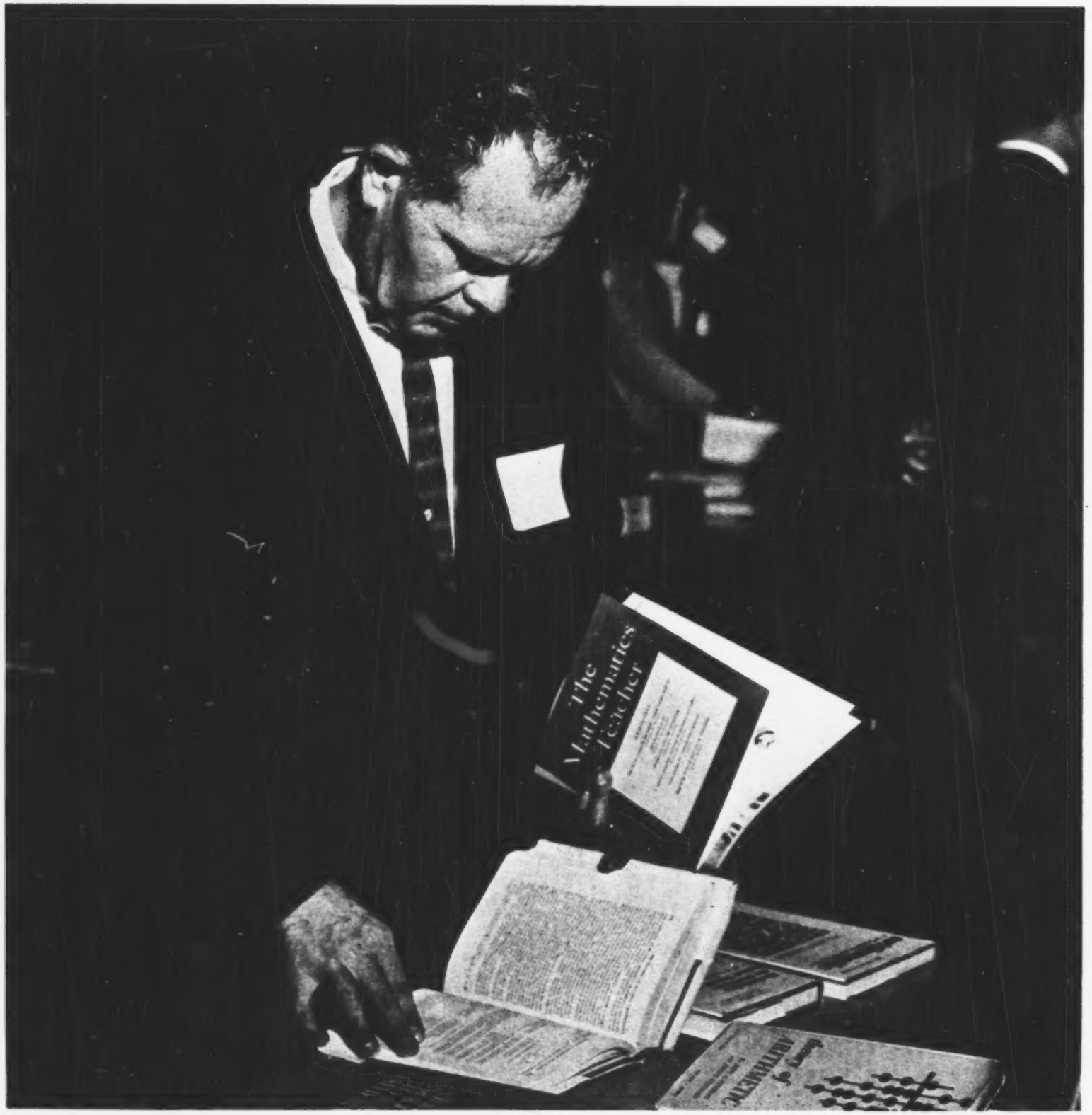
Pupils who prepared scrapbooks of newspaper accounts of foreign affairs, cartoons, poetry, weather reports, recipes, fashion, space activities, editorials, and art were learning, for the first time, that the newspaper was a valuable source of information. The newspaper convinced pupils of the real connection between actual events and the written English word. Children, in their first experience with a newspaper, asked to carry copies home for further study or for their parents to read.

The program called for copies of the *Houston Post* and the *Houston Chronicle* to be delivered to each of the 25 FOA schools. Secondary schools were allotted 5 daily copies of each paper with the exception of one combination junior-senior secondary school which received 10 copies. On the elementary level, the number was determined by enrollments. A school having a population of 1,638 would receive 12 copies of each paper, and a school with 398 pupils would be entitled to 4 copies.

Newspapers were of assistance in arithmetic. Pupils prepared grocery lists; then they figured the price of items by referring to the advertisements of local supermarkets. This involved practical problems in addition and multiplication and addition of fractions.

Also, newspapers aided pupils in the following: vocabulary building; comprehension skills; writing compositions; punctuation; understanding the city, county, world, outer space; arithmetic; health; medicine; etiquette; politics; reading; and social studies.

In a secondary school, lectures were given on newspapers to the civics, economics, and American history classes. The history of the papers, ten top newspapers of the century, and how to read a publication were highlighted. The library's window display read: "Newspapers Are Living History Books" and "Let's Read More Newspapers." Various journalism books were placed on exhibition. Follow-up projects included the selection of the ten top headlines, the best political cartoons, most current events, and a study of the trends of the stock market.



New materials to assist the teacher were exhibited at the various summer workshops.

Workshops, Institutes Train Staff, Teachers For FOA Program

In-service and professional growth activities were held for 1,200 persons assigned to FOA schools.

Regular monthly conferences were held between the FOA director and school principals of the core schools. Personnel from special services, attendance, audiovisual education, physical education, psychological services, health services, science, music, and art met to discuss common problems and innovations. Supervisors and consultants were present to make announcements concerning their activities within the schools.

A series of professional growth sessions on leadership, taught by a University of Houston consultant, was attended by 80 persons including FOA staff members, elementary principals, counselors, and a teacher representative from each elementary school.

In the summer program three workshops were held to train teachers at the University of Houston in July and August using the theme, "Focus on the Child in the Urban School." The students in the course were 100 staff members from FOA schools. They were granted 6 hours of graduate credit and a weekly stipend of $40. Another program was carried out for 40 teachers at the University of Houston to assist persons working with educationally deprived children. Finally, more than 700 FOA school personnel took part in a three-day August workshop.

PRESCHOOLERS PREPARE FOR LEARNING

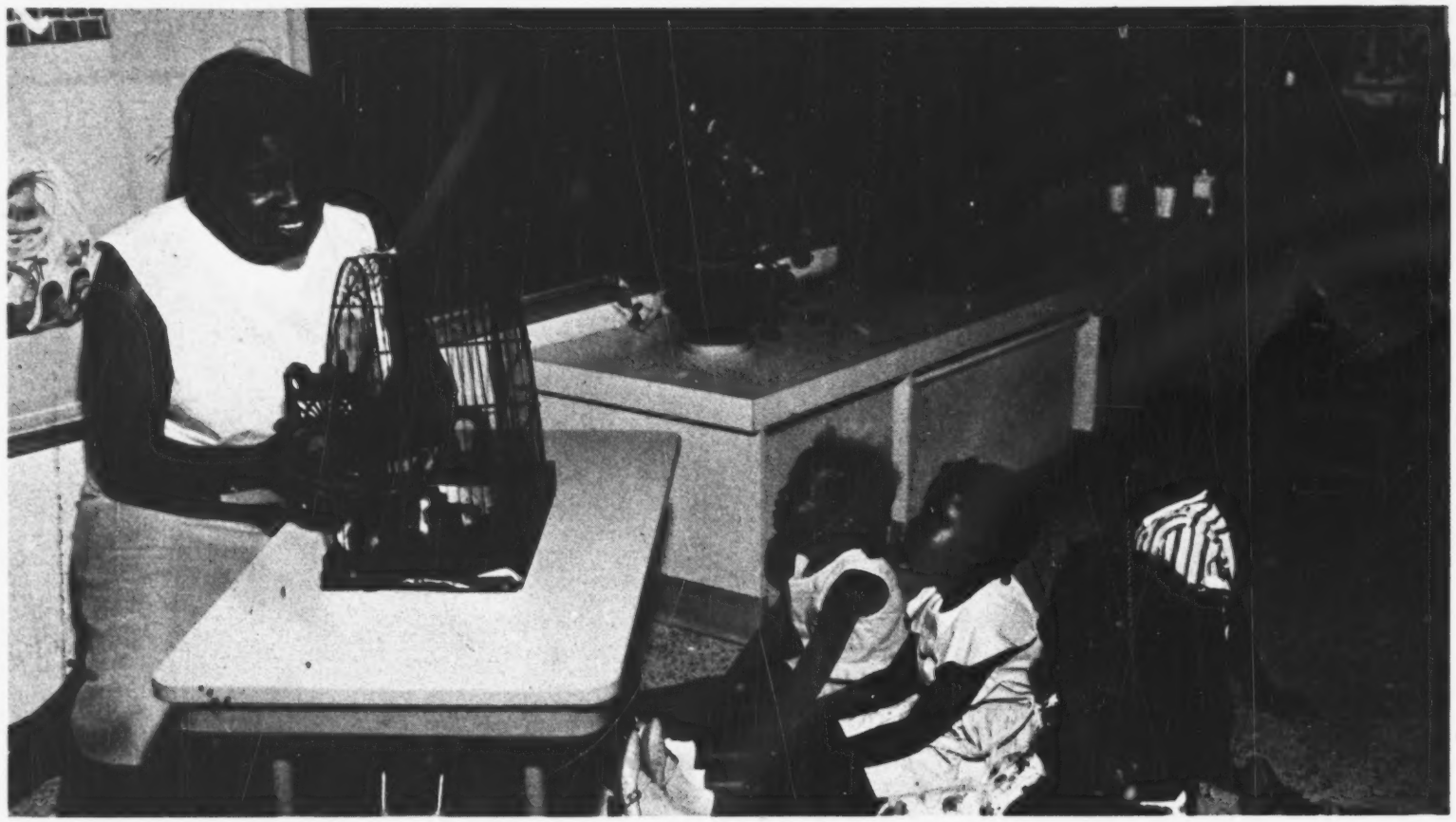
Getting the child ready for learning was the purpose of the preschool activity for more than 2,000 children in 36 kindergartens.

Classes consisting of 38 or more pupils were taken on several educational tours. The purpose of the trips was to broaden the pupils' cultural background. Among the trips scheduled were tours of the Museum of Natural Science, the Hermann Park Zoo, and excursions to shopping centers, bakeries, the airport, and the train station.

The kindergarten classes in the FOA schools were provided services in the special subject areas wherever teachers in these fields were available. Most of these schools had full-time music teachers, some had full-time physical education teachers, and two had full-time art teachers.

Consultations with teachers, visitation days, and parent workshops had a positive effect upon parents of the kindergarten children. Their participation in the school program brought about an understanding of what materials were being used and how they were being taught. Many parents accompanied their children on field trips and, as a result, there was an improved relationship with the school.

Since the FOA schools emphasized verbal fluency, boys and girls were better at communicating and were happier and more confident in classroom activities. The additional equipment, improved techniques, and attitudes of teachers have given the preschooler wider opportunities to learn and to create.



Children receive information on birds from their teacher.

These preschoolers discover painting is fun!

EXTENDED SUMMER FOA PROGRAM

Elementary Level Draws 14,000 Pupils

Of the 14,000 boys and girls involved in the Extended Focus on Achievement Program in 64 elementary schools, 11,000 were promoted to the next grade level.

The program emphasized instruction in the **basic skills of language arts and mathematics.** It stressed individualized instruction and provided continuous development of language arts skills and abilities with emphasis on listening skills, vocabulary developments, comprehension and study skills, library research techniques, and individual selective reading.

Pupils recommended by the principal with written permission from their parents qualified for the extended period. These children were entered in classes in which they were currently enrolled. At the end of the extended time, pupils received report cards giving grades earned over the final twelve-week period.

The evidence of the effectiveness of the program is reflected in the attitudes and opinions of administrators, faculty, staff members, pupils, and parents.

The principals felt that having a principal or acting principal on duty, free from teaching responsibilities, gave students a noted, and needed, sense of security. The principals benefited from not having to exercise a dual role.

Teachers did not suffer from the frustrations of large numbers. Classes ranged in enrollment from 15 to 20 students. Discipline problems disappeared.

The help of teacher aides gave teachers more time to meet individual needs of students on a one-to-one basis. Teachers were pleased with the continued services of nurses, counselors, and librarians on duty in the buildings.

Teachers noted changes in pupils' attitudes. Attendance improved as school went on. Classes became happy experiences of success. Children did not want to go home at the end of the day. They wanted to linger on performing folk dancing, playing "spelling baseball", or reading library books. Some children discovered for the first time that arithmetic could be exciting.

Several hundred letters were received from parents of children in the extended program. All expressed gratitude and praise for the program.

Special Training Set Up For Secondary Level

An **occupational training program,** funded by the state during the long term, was conducted at four junior high schools in the extended term.

This course, of twelve weeks' duration, began immediately after the long term and continued two days before the fall term. Throughout the term 230 boys and 399 girls from the 7th, 8th, and 9th grades participated.

The purpose of the program was to provide needed experience in occupational training for boys and girls who are not potential dropouts and who would not ordinarily get such training.

The girls engaged in commercial cooking, dressmaking, steam pressing, personal grooming, and furniture refinishing and upholstering. They were responsible for the operation, upkeep, and cleaning of all tools, machines, equipment, and materials.

The boys were trained in repair of small engines and electrical appliances, general service station skills, and in all automotive skills except major engine repairing.

Seventy-six pupils from the 9th, 10th, 11th, and the first semester of the 12th grades participated in a **basic skills development program** at another secondary school.

Students were grouped into four sections for instruction in basic skills needed in science, mathematics, reading, and English. On three consecutive days, these groups met for four forty-minute periods. The remaining time and days allowed for change of schedule to provide for relevant field trips, special group and individual projects, debates, discussions, films, and visitors.

A **Spanish shorthand program** was set up in one secondary school with eight girls.

The course, designed to train bilingual secretaries, was provided for students of low income families.

Requirements for admittance to the course included senior or graduate status, one year of typing, one year of English shorthand, two years of Spanish or the equivalent in Spanish fluency.